

Calendar Math Instruments

Reporting Category Number and Number Sense, Measurement

Topic Identifying the components of a calendar, including days, months, and seasons

Materials

- 36 red sticky circles and 144 blue sticky circles to represent the 180 days in a school year
- Pocket chart divided into ones, tens, and hundreds
- Straws
- Numeral cards, to be placed above the straws

Vocabulary

count, day, month, season, yesterday, today, tomorrow, patterns

Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

1. *Initiating Activity:* Activities related to the calendar are a mathematical way to begin the day. Start with the day of the week, the date, and the month. Have students identify the day before and the day after today. Discuss the number of days in a week, the names and order of the days of the week, the number of months in a year, and the four seasons.
2. On the first day of the school year, post a number line above the calendar. Use one blue circle to begin a pattern of four blue circles followed by one red circle for the first five school days; the pattern will then repeat for every sequence of five school days. The red circles will help students identify the numbers used when counting by fives. A star can be placed on the multiples of 10 to help identify the numbers used when counting by tens.
3. In the blue circle, write the numeral 1 to represent the first day of school. On the following day, write the numeral 2 to indicate the second day of school. Have students predict the next color circle and the next numeral. Use the circles as a means for reinforcing counting orally each day of the school year. Once there are a sufficient number of circles, have students practice counting by fives and tens as well.
4. Once the circle has been posted for the day and its numeral identified, have a student add a straw to the ones pocket of the pocket chart. (Note: Cut-down milk cartons work well as “pockets” to hold the straws on the chart.) Have another student place the correct numeral card above the straws in the pocket, and tell the students that each day another straw will be added until there is a set of 10 straws. Then the straws will be bundled into a set of 10 and placed in the 10s pocket. This procedure will continue until the 100th day, when all 10 sets of 10 will be bundled together and placed in the 100s pocket.
5. Keep a tally count of the days for the month.

6. Play “I’m Thinking of a Number.” Give clues, and have students use the calendar to help figure out the number. For example, if the number is 3, clues might include, “It is the number that comes after 2.” “When I count by ones, I say the number, but when I count by fives or tens, I don’t say the number.”

Assessment

- **Questions**
 - “What did we do yesterday? What did we do today? What will we do tomorrow?”
 - “Which is longer: a day or a month? How do you know?”
 - “Would you rather have your favorite food for a whole day, for a whole week, or for a whole month? Why?”
- **Journal/Writing Prompts**
 - “Draw something that you would do in the fall and not during the winter.”
 - Tell your favorite day of the week, and tell why it is your favorite.”
- **Other**
 - Have students create a *Days of the Week* book to show activities they do each day of the week.

Extensions and Connections (for all students)

- Read a story or poem that emphasizes the days of the week. Create a timeline to help students retell what happens in the story each day of the week.
- Have students sing along with songs involving seasons, days of the week, and/or months of the year.

Strategies for Differentiation

- Prepare picture symbols for the days of the week, months, and seasons that have sticky fabric attachments on the back so they can be attached and removed. Allow students to manipulate the symbols on a large class calendar.